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RUBRICS IN USE AS AN ASSESSMENT TOOL
FOR ELEMENTARY PHYSICAL EDUCATION

A Master's Project
Presented to
The Graduate Faculty
Central Washington University

In Partial Fulfillment
of the Requirements for the Degree
Master Teacher

by
Megan Marie Brown
December 2011

ABSTRACT

RUBRICS FOR USE AS AN ASSESSMENT TOOL
FOR ELEMENTARY PHYSICAL EDUCATION

Megan Marie Brown

December 2011

There are many health related benefits of participating in regular physical activity. A well-designed elementary physical education program will promote lifetime physical activity that may reduce the risk of disease. In implementing a quality curriculum for physical education, educators need to take in to account the standards when deciding the direction for their curriculum (NASPE, 2005). According to the Washington State Office of the Superintendent of Public Instruction (2008), physical education includes curriculum, instruction and assessment all implemented together. This project addresses the need for meaningful and convenient assessment tools.

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Chapter One

This project will present a series of rubrics to use as assessment tools in elementary physical education. Elementary physical education teachers in the West Valley Yakima School District were previously without any curriculum or a consistent way to assess development. The need for a tool to measure skill development was apparent.

Statement of the Problem

One major problem with elementary physical education is the lack of consistent curriculum and assessment tools among educators (National Association of Sport and Physical Education, 2005). According to the Office of the Superintendent of Public Instruction (OSPI, 2008), physical education is instruction, curriculum and assessment all together, whereas physical activity is any type of movement. Assessment is a key part of any physical education program and should be used as a tool of evaluation to monitor the progress made by students. Without a consistent curriculum, physical education can turn into a hodgepodge of activity without any clear purpose.

Educators need to know the expected end results for students to create a quality physical education curriculum. There are many cases where teachers are drawn to a unique lesson or create and implement one “just because,” even though it doesn’t fit into their curriculum (NASPE, 2005). Teaching to the standards also needs to be taken into account when developing a quality curriculum. Washington State follows the National Standards of Health and Fitness for each grade level, known as Health and Fitness Essential Academic Learning Requirements (EALRs) and Grade Level Expectations (GLEs).

Once standards have been set, educators are ready to choose their curriculum model (NASPE, 2005). There are many different approaches that can be used such as sport education, theme/skills based, movement education, health education, concept based and student centered based. Many educators use a combination of these methods.

School sponsored physical education is the only form of physical activity undertaken by almost all children and can be controlled in terms of its quality and quantity from kindergarten to high-school graduation (Trudeau & Shephard, 2008). There are many health benefits related to participating in regular physical activity. Physical activity reduces the risk of obesity, Type 2 diabetes, hypertension, cancer and cardiovascular disease (Racette, Cade, & Beckman, 2010). In addition, physical activity may enhance self-esteem and reduce depression. According to the 2008 Physical Activity Guidelines for Americans, children and adolescents between the ages of six and seventeen should engage in at least an hour of physical activity every day. This physical activity should come predominately in the form of moderate to vigorous aerobic activity; however, physical activity should also include muscle strengthening and bone strengthening as well (HHS, 2008).

Physical inactivity is estimated to cause 22% of coronary heart disease and more than 10% of Type 2 diabetes (Racette et al., 2010). Inactivity is a leading factor in preventable death. A physically inactive population is at an increased risk for many chronic diseases, including heart disease, stroke, colon cancer, diabetes and osteoporosis. A well-designed physical education curriculum will promote a lifelong physically active lifestyle that can enhance longevity and quality of life (OSPI, 2008).

According to data from the 2007-2008 National Health and Nutrition Examination Survey, 31.7% of youth between two and nineteen years of age are overweight and an additional 16.9% of youth are considered to be obese (Racette, et al, 2010). School based physical education programs reach all enrolled students and help the students who are at risk of otherwise not achieving the goal of one hour of physical activity daily to reach that goal. There are many benefits that are linked to participating in physical activity such as the improvement in both aerobic capacity and cholesterol levels.

Physical education programs as a part of general education are important for all students, but are especially important for the students who come from low socioeconomic backgrounds. According to Trudeau and Shepard (2008), many children from low-income, urban families do not have access to safe settings for physical activity outside of school. Therefore, school-based physical education is the only opportunity to experience and develop skills in a variety of physical activities for these children.

The main aim of physical education exposure at an early age is the socialization into physical activity and the hopeful increase in physical activity as an adult (Trudeau & Shepard, 2008). In addition to the National Association of Sport and Physical Education (NASPE), the U.S. Centers for Disease Control and Prevention (CDC) and the National Association of State Boards of Education (NASBE) recommend that all elementary school students participate in at least 150 minutes per week of physical education and that all middle and high school students participate in at least 225 minutes of physical education per week for the entire school year (USDHHS, 2011a). This project is not an assessment of any individual elementary physical education program, but a set of tools

created to help students find meaning in physical activity and to document the impact of the activity for school policy decisions.

Professional Significance

The author has developed a collection of standards-based rubrics consistent with current theory and research that will be of value in the field of physical education. This resource is currently unavailable for elementary physical education teachers in the Yakima Valley. A problem when looking for assessment tools is their usefulness/practicality for elementary physical education teachers who assess hundreds of students. In the West Valley School District, elementary physical education only lasts thirty minutes and the students are only serviced twice a week. This was taken into account when creating the rubrics. Other issues that were taken into account when creating the rubrics were: Are the tools teacher friendly? Are they easy to use? Do they align with the curriculum and the state standards (NASPE, 2005)?

Common assessments used across a district are beneficial in creating a program that has credibility. The assessment tools were created using collaboration between all five of the elementary physical education teachers in the West Valley School District. These assessments can establish a learning continuum that not only assesses where each student is presently on the learning progression, but also where they are collectively, and where they will be going. Rubrics help students know what they are aiming for, they allow teachers to give their students an idea of what the next level of skillfulness is and in some cases the most advanced level, without the pressure to get there immediately

(NASPE, 1995). To create a common assessment each team member (the five previously mentioned physical education teachers), shared knowledge of the relevant standards as well as knowledge of age appropriate skills level and the progression of a skill leading towards its mastery. The goal was that students would reach mastery levels at the skills assessed.

Overview of Methodology

Five West Valley of Yakima elementary physical education teachers created the rubrics. The five teachers teach at six different elementary schools. The teachers are never at the same school at the same time, the only time that they have to work together and collaborate is during four district provided LID days. The rubrics were created on these district provided LID days. The idea to come up with a set of consistent assessments was when the district hired two new physical education teachers within two years of each other. The teachers wanted to have a way to hold themselves accountable and to provide consistent grades for all of the students.

The author found that, as a new educator, there was very little oversight or interest in what was happening in physical education. As long as the administrators did not need to trouble themselves with discipline and the students were safe, there were very little guidelines for curriculum. Fifth grade students were give a state mandated Physical Education Classroom Based Assessment (CBA), however the CBA scores were not turned in. The only information that teachers were required to report was the percentage of students that were administered the test. Report card grades are given for skill demonstration and behavior in physical education, however there is not much accountability for physical education teachers. As previously mentioned, how students

did on the Physical Education CBA did not matter. As a well-educated and motivated individual, the author and other Physical Education teachers in the district wanted a way to communicate how her students were doing in comparison to other students in the district. Additionally, the author wanted a way to document that she was meeting state standards and form more structure to her curriculum.

The educators worked together to create the assessments using information from the National Standards including the health and fitness Essential Academic Learning Requirements [EALRs] and Grade Level Expectations [GLEs]. Each educator brought unique personal experiences and together the rubrics were created. The end product was a collection of three rubrics per grade level for the educators to use as a common assessment tool.

Definition of Key Terms Assessment Terms

For the purposes of this project, the following assessment terms are defined. The author chose to define these assessment terms found from the work of Stiggins (1997). Stiggins described **assessments** as “multiple measures of student proficiency of defined curriculum.”

A **component** is defined by the OPSI, (2008) as “a statement that further defines and provides more specific information about the EALR. There is at least one component for each EALR (pg. 13).”

Curriculum is “defined by districts based on EALRS/GLE” (OSPI, 2008, pg. 7).

An **essay**, according to Stiggins, is “a written description of complex problem solutions, which can provide a window into reasoning proficiency” (1997).

An **Essential Academic Learning Requirement (EALR)** is defined as “a broad

statement of the learning that applies to grades K–12” (OSPI, 2008, pg 13).

According to the OSPI, (2008), a **Grade Level Expectation (GLE)** “is grade-specific information about the EALR and component and includes a statement of cognitive demand and the essential content or process to be learned (pg. 13).”

Instruction is “the implementation of the defined curriculum” (OSPI, 2008, pg. 7).

A **look-for** is “an observable teacher behavior that has a positive impact on student achievement” (pa.professionaleducation.org/video/default.htm)

A **performance assessment** according to Stiggins “can assess proficiency in carving out steps in product development and attributes of the product itself” (1997).

According to Trudeau & Shepherd, **physical education (PE)** is “an academic subject offered during the school day and organized according to a curriculum that is regulated by some government rules. Physical education is the only form of physical activity undertaken by almost all children and can be controlled in terms of its quality and quantity from kindergarten to high-school graduation” (2008).

A **rubric** is defined as a guide, usually presented as a chart, which identifies and describes various levels of performance on any given assignment (Teaching Today, 2000).

A **selected response assessment** is defined as “multiple choice, true-false, matching and fill-in assessments can sample master of elements of knowledge” (Stiggins, 1997).

A complete list of physical education skill terms is included in Appendix 1.

Outline of the Project

Chapter Two is a review of the current literature about the importance of physical education, different types of assessments and assessing in physical education. Chapter Three is a description of the general methodology describing the rubric development and suggested implementation. Chapter Four is the handbook created by the author including the rubrics and a brief description of grade level development in physical education. The final chapter is a discussion of the findings and recommendation for further study into assessing physical education.

Chapter Two

Literature Review

The purpose of this project was to find a way to assess student skill level efficiently and effectively. The intent was to present rubrics to use as assessment in elementary physical education. Physical education plays a role in developing healthy lifestyles starting with youth. Students learn the importance of physical activity and learn a variety of activities to enjoy throughout their lives. As an introduction to the chapter, the importance of physical education will be clearly established. Then the review will touch on effective ways to assess physical education and the goal of physical education assessments focusing on the use of rubrics as a tool to teach skill mastery.

The Need for Physical Activity

Regular physical activity in children and adolescents promotes health and fitness (United States Department of Health and Human Services, 2011a). When compared to youth who are inactive, physically active youth have higher levels of cardiovascular fitness and stronger muscles. They also tend to have better body composition and lower amounts of body fat. In addition, physically active youth have stronger bones and may have reduced symptoms of anxiety and depression. While current science is not totally conclusive, it appears that the total amount of physical activity is more important for health benefits than is any one component (frequency, intensity or duration) or the specific mix of activities whether it is aerobic, muscular strength/endurance or bone strengthening (USDHHS,2011a).

Adults, such as parents and educators, play an important role in providing age-appropriate opportunities for physical activity. Adults need to encourage active play in

children. These activities not only need to be appropriate for their developmental level, but also need to be enjoyable and should offer variety to spark the most interest. The best physical activity is the one that is enjoyable enough to do regularly. If a child does not enjoy an activity he or she will not want to do it and will not associate it as an enjoyable experience, thus leading to a negative association with physical activity. An active lifestyle for a child will lead to a sustained and structured life full of physical activity as the child grows older (HHS, 2011b).

While many children and adolescents are naturally physically active, they need opportunities to be active and learn new skills (HHS, 2011b). Children benefit from encouragement from parents and other adults. Adults can promote age-appropriate activity in youth. Adults need to provide time for both structured and unstructured physical activity during and outside of school. A strong-school based system of physical education will help to provide the means and the education needed to learn how to fight childhood obesity (Lee, Wechsler, & Balling, 2006). Caloric imbalance (either taking in too many calories, or not burning enough of the calories consumed) is the main cause of the increase in overweight youth and adolescence (HHS, 2011b). This imbalance may be due to inadequate physical activity, poor dietary choices or both. There are many sectors of society that may influence these behaviors. Families, community organizations, health care providers, faith-based institutions, government agencies, the media and schools are also partially responsible for the obesity epidemic, yet none of these sectors can solve the childhood obesity epidemic on its own.

Support for High-Quality Physical Education

The National Association of Sport and Physical Education, the Center for Disease Control, the American Academy of Pediatrics, the American Heart Association, the U.S. Department of Health and Human Services, the U.S. Department of Education and The President's Council on Physical Fitness and Sport all support the need for physical activity and for high-quality physical education in schools (NASPE, 2010). Physical educators should do three things: Provide children with a good role model; help young people acquire the skills necessary to do physical activity safely and promote activities to set the basis for a lifetime of activity (Wechsler, Mckenna, Lee, & Dietz, 2004). Physical activity has many benefits and little to no risks. Inactive people who gradually progress over time to relatively moderate-intensity activity have no known risk of sudden cardiac events and very low risk of bone, muscle or joint injuries. Positive feedback is a meaningful way to create a supportive learning environment in which students are willing to take the necessary risks to learn new things.

Physical educators should model and encourage an active lifestyle for their students. Educators need to teach students locomotor skills that are necessary to participate in physical activity safely. Students need to know how to properly lift, bend, stretch and pace themselves, as well as set goals, use protective gear and follow rules to avoid injury to themselves or others. Physical educators need to expose their students to a variety of activities such as team sports, individual sports, and dance and movement patterns. By exposing students to a variety of activities it is likely that each student will find an activity that he or she enjoys and wants to continue to explore (HHS, 2011b).

Goal of Physical Education

According to Meredith and Welk (2008), “The ultimate long-term objective of a physical education program is to teach students the physical and behavioral skills they need to be active for life.” The Office of the Superintendent of Public Instruction [OSPI] (2008) states that school physical education programs provide the one place that, “All children can participate in regular physical activity and all children can become physically educated for a lifetime of physical activity.”

According to NASPE (2001), physical education is critical in educating the whole child. Physical education is the place where students learn about all of the benefits gained from being physically active as well as the skills and knowledge to incorporate safe, satisfying physical activity into their lives. Additionally, in the elementary grades the physical education program emphasizes the development of fundamental locomotor, non-locomotor and manipulative skills through the main content areas of educational games, dance and gymnastics. The movement framework (i.e., body, space, effort and relationship) is also a part of the core content and is the basis for developing, expanding and refining children’s range of motor skills and awareness. Establishing and understanding the movement framework at a young age allows youth and adolescents to build upon their motor skills and become more proficient with physical activity skills as they age. These skills are essential to creating life-long learners.

Quality instruction by physical education professionals is critical if children are to develop fundamental motor patterns (e.g., jump, throw, skip, hop, catch and kick). These are the building blocks of many physical activities. The motor skill foundations established during the elementary grades may enhance a child’s social, cognitive and

physical development and increase the likelihood of continued interest and participation in physical activity (NASPE, 2001). Fitness at the elementary level is supported by a rich experience in many basic movement forms. Variety is a very important aspect of physical activity at the early elementary grades.

Pellegrini, Huberty & Jones (1995) reported that research had found that physical education could lead to a positive impact on student attendance. Additionally they found that it could lead to increase in student participation in the classroom and reduced behavior and discipline problems. In addition, numerous studies show significant positive relationships between physical fitness and academic achievement, including improved performance on standardized tests (California Department of Education, 2005; Texas Education Agency, 2009; CDC, 2010). In higher grades, physical activity and sports keep many students interested in school and motivates students to maintain a certain academic level in schools that require a minimum grade point average in order to play. Whole-child education addresses the body, mind and spirit. While physical education addresses the knowledge (cognitive) and social (affective) aspects of the child, its main focus is on physical development and skills (psychomotor) (NASPE, 2011). From an affective point of view, physical education puts students in team work situations and teaches life skills such as working together, positive attitudes, communication, winning and coping with losing.

Physiological health is the most commonly mentioned benefit of regular physical activity (Weiss & Wiese-Bjornstal, 2009). Less frequently mentioned but highly desirable benefits of a physically active lifestyle are mastery of motor and sport-specific skills that contribute to competence in lifelong physical activities, attaining social and

psychological life skills (e.g., interpersonal skills and resistance skills) and improving developmental outcomes such as confidence, self-regulation, character, motivation and perseverance.

The goal of physical education is to develop physically educated individuals who have the knowledge, skills and confidence to enjoy a lifetime of physical activity. The National Standards for Physical Education (NASPE, 2004), which provide the framework for high-quality physical education, defines a physically educated person as one whom:

- Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities (Standard 1).
- Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities (Standard 2).
- Participates regularly in physical activity (Standard 3).
- Achieves and maintains a health-enhancing level of physical fitness (Standard 4).
- Exhibits responsible personal and social behavior that respects self and others in physical activity settings (Standard 5).
- Values physical activity for health, enjoyment, challenge, self-expression and/or social interaction (Standard 6).

The intent of physical education is to help students learn the skills necessary for performing a variety of physical activities and understand the benefits of achieving and maintaining a physically active lifestyle. The practice of leading a healthy and physically active lifestyle will bring about personal enjoyment, challenge, satisfaction and a health-

enhancing level of personal fitness (OSPI, 2008).

Fitness Testing

In physical education, the standards are ahead of the practices. Today, in a time where obesity is a common occurrence, funding for physical education is often limited and educational administrators struggle to embrace regularly scheduled and developmentally appropriate physical education in schools (Wiersma & Sherman, 2008). The need for a curriculum that embraces physical activity while focusing on teaching mastery skills for students is absolutely essential in sparking motivation in youth and adolescence. In short, physical education teachers are looking for an assessment tool that is easy to implement in large group settings, yet focuses on skill mastery.

According to the Washington State Health and Fitness Standards (2008), physical activity is a behavior and physical education is a curriculum that helps create and support physical activity. Physical education is defined as the combination of instruction, curriculum and assessment. State standards require grades for all curricular areas, and to provide evidence of learning, assessments are needed. One of the most well-known assessments of physical fitness is the Presidential Fitness Test. In addition, there are other similar tests from FITNESSGRAM. These tests measure four of the five components of fitness - cardiovascular fitness, muscular strength, muscular endurance and flexibility. FITNESSGRAM also includes a test to measure body composition that is not widely used in elementary physical education programs. The primary goal of FITNESSGRAM is to facilitate learning about physical activity and physical fitness concepts and to increase the likelihood that individuals will adopt lifetime patterns of

physical activity. There are very mixed reviews on whether these tests motivate students to be physically fit or if these tests have a negative impact on student motivation.

Wiersma and Sherman (2008) believe that fitness testing can be a positive and enjoyable experience and a useful tool for motivation if used in a developmentally appropriate manner.

Motivation and effort are two of the factors that can determine the results of fitness testing (Trudeau & Shephard, 2008). Students need to know why they should want to perform well. Many students are able to come up with a variety of reasons for why they do not want to perform any given test, but they do not know why they are being tested in the first place.

The development of competence in a task is the primary motivation for students to engage in a task (Harter, 1981). The foundation for fitness testing should be the promotion of meaningful and regular physical activity participation leading toward the eventual development of life-long physical activity behavior (Trudeau & Shephard, 2008). Intrinsically motivated students may be motivated simply at the prospect of developing a new skill, yet other students may need a little push to become motivated. Teachers need to know the different motivational needs of their students to influence their behaviors and they need to have a variety of motivational strategies to use with their students (Physical Best Teachers Guide, 2005). The foundation for fitness testing should be the promotion of enjoyable and regular physical activity participation leading toward the eventual development of life-long physical activity behavior. The major intrinsic motivator for children is fun according to *The Physical Best Teacher's Guide* (2005). The development of competence in a task is the primary motivation for students to

engage in a task (Harter, 1981). Engaging in a task is not just doing it, but investing attention and effort into the task in order to improve.

Physical activity assessments help teachers monitor and promote childrens' involvement in activity (Trudeau & Shephard, 2008). If assessments are used correctly teachers can promote activity in both the school and at home. Additionally, teachers can use the information they obtain to promote awareness and education to children and their parents. When fitness tests are administered, there is a right way and a wrong way. Fitness tests should be an integrated part of a physical education program curriculum. The skills tested should be practiced and all students need to know the proper techniques for the skills on which they are being tested. Teachers can use the information attained during physical activity assessments to find and correct consistent gaps in their curriculum. For example, if very few students perform at standard for the sit and reach test, more stretching and flexibility needs to be implemented in the curriculum.

The six elementary schools in the West Valley School District in Yakima, Washington administer fitness tests from the President's Challenge. These tests include: Sit ups, push ups, pull-ups or flexed arm hang, sit and reach, shuttle run and the mile run. These tests measure muscular strength, muscular endurance, cardiorespiratory endurance and flexibility (4 of the 5 components of fitness) as well as speed and agility in the shuttle run which are 2 of the 7 skill-related components of fitness

The President's Challenge (HHS, 2011b) helps assess the current fitness level of 6 to 17 year-olds and offers awards to encourage them to get moving and stay active. The Youth Physical Fitness Program includes five activities that measure muscular strength and endurance, cardio-respiratory endurance, speed, agility and flexibility. Each of the

tests has qualifying standards based on the 1985 National School Population Fitness Survey (validated in 1998). According to the President's Challenge website and administration instructions, students may test as often as they like. It is recommended that physical fitness educators administer the test at least twice a year, in the fall and the spring. Testing works best as part of a complete physical education program that includes instruction on a variety of physical activities that keep students active during class time and reinforce the various components of physical fitness: Muscular strength and endurance, cardiovascular strength and endurance and flexibility. Before administering the test, it is important that everyone taking the test knows the correct techniques for each activity, including proper pacing and running style.

While fitness tests such as the President's Challenge and the FITNESSGRAM test measure a student's level of physical fitness according to the five components of fitness, it is also necessary to assess students on skill acquisition, which would help to promote a lifetime of fitness. By acquiring new fitness skills, students are able to feel more comfortable in learning new sports. The goal of skill testing is ultimately skill mastery. When students are able to master new skills they are able to create feelings of competence and enjoyment. Teachers who emphasize a climate of mastery, in which successful participation is defined, recognized and evaluated in self-referenced terms (learning, mastery, improvement), are associated with feelings of competence, enjoyment, social acceptance and autonomy which provide greater intrinsic motivation, improved motor skills and more frequent physical activity (Estrada, Gonzalez-Meza, Mendez-Gimenez, & Fernandez-Rio, 2011).

Some ways to increase enjoyment and positive experiences with physical activity

(specifically in a physical education setting) are to allow students to engage in decision-making choices. Physical educators can help to promote life-long learners by providing encouragement and positive feedback to students while they are learning new skills. As previously mentioned in the NASPE (2004) statements, the primary aim of elementary physical education is to teach locomotor movements through the incorporation of physical activity games and movements. It is important that these skills enable students to participate in a variety of physical activities for now and for a lifetime of physical fitness (NASPE, 2004, as cited in Masurer & Corbin, 2006). By giving students the skills necessary to continue physical activity throughout their lives, they are taking away much more than simply being physically fit at the present time.

Choosing the Correct Assessment Tool

According to Stiggins (2009), there are four conditions that must be satisfied to build a balanced and effective assessment system. The first condition is the need for clear learning targets. The second condition is a commitment to standards-based instruction. The third is high-quality assessment and the fourth condition is effective communication.

Clear learning targets are important and necessary so that students know what is required of them and they know the purpose behind what they are learning (Stiggins, 2009). A commitment to standards-based instruction is necessary to the building of an effective assessment system. The standards were created to ensure that educators teach their students skills those students need to know.

Effective communication is necessary to provide feedback to students about their performance. Results need to be shared with the students as quickly as possible.

According to Stiggins (2009), results should focus on attributes of the students work, not the attributes of the students as a learner. An example of this would be telling students to lift their opposite arm and leg when they skip as opposed to telling students that they need to try harder or pay more attention. Feedback should also be descriptive, and not judgmental, letting students know how to do better on their next assessment. High quality assessments are necessary and require that the assessor select a proper method that is appropriate for the learning target that is being assessed. High quality assessment should eliminate any source of bias that may cloud the results of the test. "Purposeful measurement is an appropriate component of quality physical education" (NASPE, 2009).

Assessments for Use in Physical Education

According to Stiggins (1997b), before deciding on any assessment, educators must develop a clear vision of what it means for students to succeed. Educators need to know what they are expecting their students to do. Some of the options that Stiggins supplies for possible definitions of success include:

- 1) Mastering a skill or a subject.
- 2) Use knowledge to reason and solve a problem.
- 3) Demonstrate the mastery of specific performance skills.
- 4) Use their knowledge, reasoning, and performance skills to create products that meet standards of quality.

The method of assessment chosen by a physical educator must match an intended achievement target. While there are various forms of assessment that could be used, it is up to the test administrator how to most accurately assess his or her students.

To meet the overarching goal of creating life-long learners, performance assessments are one of the most necessary and useful assessments in physical education. To provide the best possible assessment with the least possible bias, rubrics are created to define each skill that was to be assessed. Rubrics in physical education help educators administer assessments. According to Stiggins (1997a) standards of assessment quality are: clear targets, clear purpose, proper method, sound sample and bias controlled. Rubrics fit each of these standards and serve as a great assessment tool for teaching and communicating the steps towards reaching skill mastery in physical education.

The Effective Use of Rubrics in Education

According to Cooper and Gargan (2009) rubrics provide teachers with three key advantages. First, they help teachers think critically about what they are teaching as well as what the student needs to learn. Second, rubrics make the standards for performance clear to students and teachers. Lastly, rubrics provide an opportunity for reflection, feedback and continued learning. Rubrics convey clear targets to both teachers, who have the job of assessment and for students, who need to know what is expected of them. One of the best uses of a rubric is to increase students' understanding of the standard that is to be met.

It is helpful to have students score samples of work using their rubrics. Scoring samples is one way to ensure that students know how they are being assessed, but also ensures that students understand what it looks like to meet a standard. Andrade (2001) recommends that students can help in co-creating rubrics by critiquing examples. By allowing students to help in creating rubrics they are able to break down the skill into smaller parts, which helps the student understand what is being asked of them. Many

educators already include their students in the rubric creation process. Elementary teachers may save writing samples from a previous year and have students grade them using a rubric that measures both content and conventions.

Physical education teachers may use a rubric and then give examples of different levels of skill mastery and have their students score each level. Performance standards on rubrics can often be interpreted in more than one way; therefore one student's view on meeting the criteria can sometimes be very different from the intended view of the educator (Andrade, Wang, Du, & Akawi, 2009). Providing students with models will give those students a more accurate view of the criteria in the rubric. Students need to understand what it means to meet the standards. "A key factor in self-assessment is students' understanding of specific criteria," agreed Orsmond, Merry and Callaghan (2004 p. 288).

Rubrics help educators when taking into consideration the vast amounts of standards that need to be met and tracked. With rubrics, educators can have an idea of the end concepts/standards that they are meeting. Educators are then able to work their way backwards to create a series of units, lessons and assignments that will work towards meeting those standards.

Rubrics are a popular way for teachers to communicate expectations for an assignment, as well as a means of providing focused feedback on works of progress and grading final products (Andrade, et al., 2009). One commonly accepted definition of a rubric is a document that articulated the expectations for an assignment by listing the criteria, or what counts, and describing levels of quality from excellent to poor. Rubrics also help to articulate where students are in the progression of learning and where they

still need to go. According to NASPE (1995), to help students in the learning progression, students need to know what they are aiming for. “Teachers must help give them an idea of what the next level of skillfulness is, or perhaps what the most advanced is—without pressure for them to get there immediately.”

Bias, or the perception of bias, can undermine the learning process that a student goes through. One way to conquer bias is the use of rubrics (Cooper & Gargan, 2009). Rubrics can make subjective assessments, such as giving a grade for a skill in physical education, more objective. Using the correct wording and knowing specifically what to look for helps to keep assessments non-biased. For instance, it is easy to assume a student who always performs well will perform well again. Similarly, teachers can have preconceived notions about a student that generally performs below average. Using a rubric is one way to evaluate a student purely based on their performance, not on how one may believe that he or she will perform. In addition to the increased understanding that helping to create a rubric brings to students, there is also an increase in student motivation when students are involved in creating assessments. Helping to create a rubric is one of “the best ways to improve student-learning achievement” (Fluckiger, 2010; Stiggins, 2001, p. 19).

When provided with a rubric, students know what the expectations are. The more a student knows about an assignment, the more confidence he or she has in his or her ability to complete the assignments to the given criteria. This added confidence when approaching an assignment results in an increase of self-efficacy. According to Bandura (2003), self-efficacy is an individual’s belief in his or her capability to achieve a specific

goal. Stiggins (2001) agreed, stating that that “confidence is key to student success in all learning situations,” (p.43).

The use of rubrics as well as other assessment tools is often criticized for limiting creativity. It is believed that when using a rubric the highest criterion has been predetermined. The students will stop when they have reached the minimum requirement for the high score as opposed to striving to reach their fullest potential. Some of the benefits of using a rubric are that the student is more involved in the assessment process and student are able to strive to make their assignment the best that they can, due to the fact that there is no achievement ending point. According to Fluckiger, (2010) students shifted their focus from what grade they received to what they learned.

All parties benefit from rubrics due to both the clarity of the expectations as well as the self-assessment process (Gallavan & Kottler, 2009). Rubrics can be used as a tool of self-evaluation. When using a rubric, students have an honest look into whether they put all of their effort into reaching the criteria for the assignment. Also, rubrics are a very useful tool to aide in peer-evaluations. When a criterion is clearly stated along with specific measurable performance levels, it is possible for peers to give each other honest and accurate feedback. Peer feedback is a great way to have another perspective.

Hale & Green (2009) borrowed the principle of beginning with the end in mind from Steven Covey (1989). This is a fundamental principle in assessment because the process starts with defining clear goals. After the goals are established, then assessments can be designed. Knowing what the end product will be, teachers can plan the learning experiences that will lead the student to a deeper understanding and the ability to meet the pre-determined standard. According to Hale and Green (2009), “with clear goals, you

can easily capitalize on the teaching potential” (pg. 2). Additionally, beginning with the end in mind can prevent a curriculum from becoming a random collection of lessons. Gallavan & Kottler (2009) believe that when looking specifically at social studies students, when given voice, choice and ownership in their education, students gain opportunities to become more engaged, take on more responsibility, and increase their overall satisfaction in their learning. The author believes that same is true with physical education students.

According to Gallavan & Kolltler (2009), before using a rubric, educators need to have identified what their students will know at the end of their learning experience. Second, teachers need to be able to articulate how their students will engage in individual and shared learning experiences in order to gain the necessary knowledge, and how this new learning will be demonstrated to, and then measured by the teacher. Finally, teachers need to know why they want their students to learn the selected information. Teachers need to ask, what is the bigger picture and how does this assessment best demonstrate an understanding of the information that has been shared with the students? Rubrics are a useful and flexible tool to provide students with adequate feedback regarding their own progression towards specific learning goals. A highly qualified physical education teacher is one that uses regular assessment that provides evaluation information about student achievement of the content standards (NASPE, 2007), and therefore will welcome a collection of standards bases rubrics to use.

Rubrics to Motivate

NASPE (2007) asks, “How can teachers prevent their students’ levels of physical activity from decreasing as the students get older?” (p. 20). Students who are able to

master a skill increase their intrinsic motivation. As children experience feelings of competence, their intrinsic motivation to participate in physical activities increase. NASPE defines intrinsic motivation as an individual's internal desire to perform a particular task (2007, p. 25). An example of this is participating in an activity simply because it is enjoyable.

Fun is a major intrinsic motivator for children. "Enjoyable intrinsically motivating activities have four characteristics: create challenge, provoke curiosity, provide control, and promote creativity (NASPE, 2007, p.27)." The rubrics created as part of this project (see attached handbook) are linked to activities that do each of these. The rubrics are also to be used to teach various skills. They create challenge because they are used to facilitate the learning of a new skill. In addition to teaching part of a skill, they also clearly state what the next level of mastery for each particular skill is. Students have a clear scale of where they are and where they can go. Each year there are similar sport-related skills that are taught, but the skill becomes more refined and enhanced in difficulty depending on the varying levels of development. The rubrics provoke curiosity because there are various levels of difficulty for the students to achieve. While the students know what they want to work towards, there is still control by the educator to ensure the students start at a developmentally appropriate step to avoid frustration. Finally, students get to promote their creativity by learning a new skill. They are given optimal opportunity to practice their skills in games and other activities.

"Using rubrics, all stakeholders benefit from not only the clarity of the expectations but also the self-assessment process...becoming an ongoing process from which everyone grows both at school and in life outside the classroom. (Andrade, et al., 2009, pg. 158).

Chapter Three

Methodology of the Study

This project presents a handbook of K-5 rubrics for elementary physical teachers. The handbook found in the next chapter contains three rubrics for each grade level from K-5. This handbook is intended to be an assessment tool to implement an elementary PE curriculum. In collaboration with the four other elementary physical education teachers in the West Valley School District, the author developed three rubrics for each grade level K-5 to show skill progression to use as an assessment tool.

Participants

The rubrics were created by Megan Brown, Susan Braun, Sabrina Carey, Capri Fannin and Tom Winslow. These teachers make up the elementary physical education department of West Valley of Yakima. The five teachers work at the six elementary schools in the West Valley of Yakima School District. Three of the teachers have worked for West Valley for over fifteen years each, while the other two teachers have worked for West Valley for less than five years.

Rubric Development

The creators began the process of creating the rubrics through an understanding of the Washington State Essential Academic Learning Requirements (EALRs) and health and fitness grade level expectations (GLEs). Assessments were created to correspond with fitness units that were already taught, including: jump rope, soccer, basketball, and locomotor movements. The rubrics created were aligned with the 4-point grading scale used by the West Valley School District. The criteria were based on developmental appropriateness and skill mastery.

The five creators of the rubrics teach at six different elementary schools. The teachers are never at the same school at the same time, the only time that they have to work together and collaborate is during four district provided LID days. The rubrics were created on the district provided LID days. The idea to come up with a set of consistent assessments was when the district hired two new physical education teachers within two years of each other. The teachers wanted to have a way to hold themselves accountable and to provide consistent grades for all of the students.

During the first LID day together the teachers looked over the Washington State Health and Fitness EALRs and GLEs. The first day was spent making the format for the rubrics. The educators knew they wanted to rubrics to be clear and easy to use. They wanted to be able to use words that were easy to understand and very clearly defined so there would be little question about what the assessor was looking for. After the first of the four days of meeting, each teacher took a copy of the GLEs home to read over and determine a skill to assess. On the second meeting the decision was made to assess a locomotor skill, jump roping (long and short), soccer and basketball.

Of the physical educators, three had over fifteen years of teaching experience and the other two teachers had just finished schooling with backgrounds in physical education, health and fitness. This knowledge was useful in deciding what was developmentally appropriate, and what the progressions of learning for the different skills were. When the educators were coming up with the rubrics, they physically acted out each of the skills in order to best describe them and to articulate what they were looking for. The final three LID days were used making the rubrics.

The rubrics were a way to being a unit with the end in mind, when an educator knows where they want to end up, they can work backwards to ensure that they teach the skills necessary to get to that ending point. Rubrics help educators when taking into consideration the vast amounts of standards that need to be met and tracked. With rubrics, educators can have an idea of the end concepts/standards that they are meeting. Educators are then able to work their way backwards to create a series of units, lessons and assignments that will work towards meeting those standards. Once the rubrics were created, they were implemented as a part of the curriculum. The author used the rubrics to explain what her students were going to learn when they were taught a new skill or game. For instance, in the basketball unit, the rubrics were displayed on the whiteboard at the beginning of the unit, and the skill on which the students would eventually be tested was demonstrated. Then through a series of skill practicing and games the skills was taught and practice. Finally on the day of the assessment the rubrics were displayed and the students were verbally explained while being physically shown what the skill was and what performances would merit which grades. For grades four and five, students were also asked to use to words that they had learn to describe the skill to evaluate their own performances.

As an educator of physical education, the author felt that socialization and self-image are two of the most important aspects of this subject. Students need to learn how to work well with each other and how to have a strong self-image and be proud of their accomplishments. In order to assess physical skill while being sensitive to the different abilities of different students, it is important to teach skills in order developmentally. Additionally, it is important to explain to students that everyone is good at different

things and some things come easier to certain students than to others. By breaking down skills into smaller parts, students can understand what it is they are supposed to do. Students gain confidence in themselves when they are able to master new skills. In gaining this confidence in their abilities, they are creating a more positive self-image. When students are able to succeed in physical education, they find enjoyment in the activity and hopefully will be willing to continue the activity.

In the handbook that was created by the author, there is a description of each grade level. This information came from knowledge gained from years of experience and observations by the author as well as information from PBSkids.org on child development. It is important to know the population that one is working with to fit your curriculum to your students. Some students may be mature and find the skills to be too easy and will quickly lose interest. Inversely, if the students have not had enough background in the skill, it may be too difficult for them and they may become frustrated by a skill that is too complex for their abilities. For instance, a student that cannot hop probably isn't ready to learn how to jump rope.

Summary

This chapter described the process used to gather information and research for creating an assessment tool for elementary PE teachers, as well the teamwork that went into making the rubrics. The chapter also described the manner in which the handbook is organized. The next chapter will highlight and include the handbook of assessment rubrics.

Chapter Four

Project

Chapter Four contains the handbook titled *Elementary Physical Education Assessment Rubrics*. Based on the research cited in Chapter Two, rubrics were created for use as assessment tools for elementary physical education teachers. These rubrics were created to use as a part of a curriculum. Three rubrics for each grade level K-5 are included as well as a sample student self evaluation rubric with sample student responses. It should be kept in mind that the rubrics are to be used with curriculum as an assessment tool, and not in place of a curriculum.

Elementary Physical Education Assessment Rubrics

By

Megan M. Brown

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According to the Office of the Superintendent of Public Instruction (2008), school physical education programs are the one place that, "all children can participate in regular physical activity and all children can become physically educated for a lifetime of physical activity." Physical educators should do three things: Provide children with a good role model, help young people learn skills to do physical activity safely, and promote activities to set the basis for a lifetime of activity. Positive feedback is necessary to create a safe learning environment in which students are willing to take the necessary risks to learn new things. Physical educators should model and encourage an active lifestyle for their students. Educators need to teach students locomotor skills that are necessary to participate in physical activity safely. Students need to know how to properly lift, bend, stretch and pace themselves, as well as set goals, use protective gear and follow rules to avoid injury to themselves or others. Physical educators need to expose their students to a variety of activities such as team sports, individual sports, dance and movement patterns. By exposing students to a variety of activities, it is likely that each student will find an activity that he or she enjoys and wants to continue to explore.

The rubrics created focus on Health and Fitness Essential Academic Learning Requirements (EALR) 1: The student acquires the knowledge and

skills necessary to maintain an active life: Movement, physical fitness, and nutrition, with an emphasis on movement and physical fitness. While the other three Health and Fitness EALRs are important for an overall view of health and well-being, in elementary physical fitness a key aim for educators is to have students engage in physical activity for a majority of each class.

Each of the rubrics fit under the Washington State EALR subcategory of Component 1.1 – The student develops motor skills and movement concepts as developmentally appropriate. While an EALR is a broad statement of learning, each component further defines the essential process of how to meet the EALR. The student gains the skill necessary to maintain an active life by developing the motor skills necessary to maintain an active life, by developing the motor skills such as throwing, catching and kicking. In addition, movement concepts such as skipping, hopping and jumping that will allow them to stay active throughout their lives need to be acquired. Students need to develop motor skill and movement concepts in order to become life long learners.

The main aim of elementary physical education is to teach locomotor movements through the incorporation of physical activity games and movements (NASPE, 2009). When students have mastered basic skills and movement patterns they are able to continue physical

activity throughout their lives, therefore they are doing much more than simply being physically fit at the present time, they are learning the skills to take care of themselves for a lifetime.

A four-point rubric was used for each grading scale. This scale was assigned by the West Valley School District. The four-point grade scale is as follows in accordance to WVSD208.org

4- Above Standard: Superior performance

3- Meets Standard: Solid performance

2- Working Toward Standard: Partial accomplishment

1- Below Standard: Little demonstration

0- No Demonstration: No demonstration of progress – Not evaluated at this time.

The goal of teaching each skill is to work toward mastery. When students are learning to skip, the goal is for these students to master the correct form and be able to skip with ease. When students are able to master new skills, they are able to create feelings of competence and enjoyment. By creating a mastery climate, in which successful participation is defined, recognized, and evaluated in self-referenced terms (learning, mastery, improvement), students achieve feelings of

competence, enjoyment, social acceptance, and autonomy. Additionally, they achieve greater intrinsic motivation and improved motor skills.

Elementary physical education teachers in the West Valley School District created the following rubrics for elementary physical education teachers. This is not a whole curriculum, but the rubrics are to be used with a curriculum as an assessment tool. Hale & Green (2011) borrowed the principle of beginning with the end in mind from Steven Covey (1989) who wrote the popular self-help book *The Seven Habits of Highly Effective People*. This is a fundamental principle in assessment because the process starts with defining clear goals. After the goals are established, then assessments can be designed. Knowing what the end product will be, the teacher can then plan the learning experiences that will lead the student to a deep understanding and the ability to meet the pre-determined standard. According to Hale and Green (2009), "with clear goals, you can easily capitalize on the teaching potential" (pg. 2). Additionally, beginning with the end in mind, can prevent a curriculum from becoming a random collection of lessons. When given a rubric, students know what their expectations are. The more a student knows about an assignment, the more confident they have in their ability to complete the assignments to the given criteria. This added confidence that students have when approaching an assignment results in an increase of self-efficacy.

According to Bandura (2003), self-efficacy is an individual's belief in his or

her capability to achieve a specific goal. This notion is agreed upon by Rick Stiggins (2001) who believes that "confidence is key to student success in all learning situations," (p. 43) (Andrade, Wang, Du, & Akawi, (2009).

This handbook is set up as follows: Each grade level set of rubrics begins with the physical education grade level rationale as stated in the Washington State Standards, following the rationale used to create the rubrics for each grade. After the grade level rationale are the three rubrics used for each grade level. Included in the fifth grade rubrics are tools for self-evaluation and student examples.

Health and Fitness EALRs

Health and Fitness EALR 1 - The student acquires the knowledge and skills necessary to maintain an active life: Movement, physical fitness, and nutrition.

Component 1.1 – Develops motor skills and movement concepts as developmentally appropriate.

Component 1.2 – Acquires the knowledge and skills to safely participate in a variety of developmentally appropriate physical activities.

Component 1.3 – Understands the concepts of health-related fitness, and interprets information from feedback, evaluation, and self assessment in order to improve performance.

Component 1.4 – Understands the concepts of skill-related fitness, and interprets information from feedback, evaluation, and self-assessment in order to improve performance.

Component 1.5 – Understands relationship of nutrition and food nutrients to body composition and physical performance.

Health and Fitness EALR 2 – The student acquires the knowledge and skills necessary to maintain a healthy life: Recognizes dimensions of health, recognizes stages of growth and development, reduces health risks, and

lives safely.

Component 2.1 – Understands foundations of health.

Component 2.2 – Understands stages of growth and development.

Component 2.3 – Understands the concepts of prevention and control of disease.

Component 2.4 – Acquires skills to live safely and reduce health risks.

Health and Fitness EALR 3 – The student analyzes and evaluates the impact of real-life influences on health.

Component 3.1 – Understands how family, culture, and environmental factors affect personal health.

Component 3.2 – Evaluates health and fitness information.

Component 3.3 – Evaluates the impact of social skills on health.

Health and Fitness EALR 4 – The student effectively analyzes personal information to develop individualized health and fitness plans.

Component 4.1 – Analyzes personal health and fitness information.

Component 4.2 – Develops and monitors a health and fitness plan

Health and Fitness – Kindergarten

Working with Kindergarteners is no easy task for physical education specialists. Of all of the grade levels, this population varies the most in maturity and educational experience. Some students have already experienced a few years of formal education, some have had some preschool/daycare, and yet some students have yet to be socialized or have experienced any sort of educational setting. With this in mind, focusing on safety is key. Students need to understand what their "personal space" is (the space around them that they alone occupy) in order to keep themselves safe as well as their fellow classmates. Additionally, teaching time is focused on learning the correct developmental form for simple locomotor movements.

Kindergarten students are able to recognize basic facts and concepts about their bodies. They begin to acquire skills and practices that keep them safe and healthy. Developing fundamental movement patterns is the focus of the kindergarten physical education curriculum. While children at this level vary in maturity across all movement skills, they should demonstrate continuous improvement in movement under very simple conditions. In kindergarten physical education, students learn to work safely in a group and individual movement settings. They understand how to make good decisions about simple health issues, to

respect others, follow school safety rules, and be responsible (Graham & Sanders, 2011).

| | | |
|----------|----------------|----------|
| K | JUMPING | K |
|----------|----------------|----------|

| | | |
|--|--|--|
| | Locomotor Skill Two foot jump over noodle | |
|--|--|--|

EARL #1.1.1 Demonstrates mature form in locomotor skills that contribute to movement proficiency as developmentally appropriate.

| Points Possible | Demonstrates Proper Form | Criteria |
|------------------------|--|--|
| 4 | Consistently and independently demonstrate superior ability in applying the required concepts and skills | *Forward and upward movement over noodle *Two foot take off *Balanced two foot landing *Arm swing |
| 3 | Usually and independently demonstrate the ability to apply the required concepts and skills | *Forward and upward movement over noodle *Two foot take off *Balanced two foot landing |
| 2 | Sometimes demonstrates the ability to apply the required concepts and skills with assistance | *Forward movement w/out noodle *Land on feet |
| 1 | Seldom demonstrates the ability to apply the required concepts and skills | *Attempting a two foot jump |

| | | |
|----------|-------------------------|----------|
| K | KNEE BALANCE | K |
|----------|-------------------------|----------|

| | | |
|--|--|--|
| | Balance Static Knee Balance | |
|--|--|--|

EARL #1.1.4 Applies balance and rhythmic movement skills to traditional and non-traditional activities.

| Points Possible | Demonstrates Proper Form | Criteria |
|------------------------|--|--|
| 4 | Consistently and independently demonstrate superior ability in applying the required concepts and skills | *Balance on one knee with no hands or other foot *Maintain balance with control |
| 3 | Usually and independently demonstrate the ability to apply the required concepts and skills | *Balance on one knee with one hand in contact with the floor *Maintain balance with control |
| 2 | Sometimes demonstrates the ability to apply the required concepts and skills with assistance | *Balance on one knee with two hands in contact with floor *Maintain balance with control |
| 1 | Seldom demonstrates the ability to apply the required concepts and skills | *Attempting to balance |

| | | |
|----------|----------------------|----------|
| K | CATCH/RECEIVE | K |
|----------|----------------------|----------|

| | | |
|--|--|--|
| | Manipulative Skill Catch a bounced ball | |
|--|--|--|

EARL #1.1.3 Applies mature form in manipulative skills that contribute to movement proficiency.

| Points Possible | Demonstrates Proper Form | Criteria |
|------------------------|--|---|
| 4 | Consistently and independently demonstrate superior ability in applying the required concepts and skills | *Catch bounced ball from the teacher *Hands reach out to catch ball *Eyes track ball *Body in ready position |
| 3 | Usually and independently demonstrate the ability to apply the required concepts and skills | *Catches self-bounced ball with one bounce *Uses hands to catch ball *Eyes track ball |
| 2 | Sometimes demonstrates the ability to apply the required concepts and skills with assistance | *Catch self-bounced ball with 2 or more bounces *Keep eyes on the ball *Uses hands or body to catch ball |
| 1 | Seldom demonstrates the ability to apply the required concepts and skills | *Attempting to catch a bounced ball |

Health and Fitness – First Grade

First grade students have experienced a year of formal education and have some experience with elementary physical education. Instead of focusing a majority of time of learning procedures and routines, first grade students are able to focus on learning skills and developing skills in games. In the first grade students also learn the components of fitness and begin to practice exercises for the presidential fitness tests. Sport related skills pertaining such as kicking and dribbling a ball are taught. Emphasis is placed on proper throwing technique. Safety is again address, but more pertaining to safely playing games with peers.

First grade students begin to refine locomotor skills and further develop fundamental non-locomotor and manipulative skills in educational activities (Graham & Sanders, 2011). Students continue to develop basic body control and health-related fitness components such as strength, endurance, and flexibility. They continue to learn rules and procedures for simple games and apply safety practices associated with physical activities. Students in first grade learn about body systems and a variety of health topics. Students also begin to learn skills to help them make friends, resolve conflicts, and solve problems. They begin to understand how their decisions can impact their health and wellness now and in the future.

| | | |
|----------|------------|----------|
| 1 | HOP | 1 |
|----------|------------|----------|

| | | |
|--|--|--|
| | Locomotor Movement Single leg hopping | |
|--|--|--|

EARL #1.1.1 Demonstrates mature form in locomotor skills that contribute to movement proficiency.

| Points Possible | Demonstrates Proper Form | Criteria |
|------------------------|--|--|
| 4 | Consistently and independently demonstrate superior ability in applying the required concepts and skills | *Use both right and left foot *Changing pathways *Balanced with body control *Bent knee |
| 3 | Usually and independently demonstrate the ability to apply the required concepts and skills | *Use both right and left foot *Hop under control |
| 2 | Sometimes demonstrates the ability to apply the required concepts and skills with assistance | *Partial control while attempting to hop on either right or left foot |
| 1 | Seldom demonstrates the ability to apply the required concepts and skills | *Attempting to hop |

| | | |
|----------|------------------------|----------|
| 1 | STATIONARY KICK | 1 |
|----------|------------------------|----------|

| | | |
|--|---|--|
| | Soccer Kicking a stationary ball | |
|--|---|--|

EARL #1.1.3 Demonstrates mature form in manipulative skills that contribute to movement proficiency.

| Points Possible | Demonstrates Proper Form | Criteria |
|------------------------|--|---|
| 4 | Consistently and independently demonstrate superior ability in applying the required concepts and skills | *Step forward and plant opposite foot before contact *Stick with instep *Follow through *Roll with appropriate force to a target |
| 3 | Usually and independently demonstrate the ability to apply the required concepts and skills | *Step toward the ball with opposite foot *Contact ball with foot Follow through *Roll with appropriate force to a target |
| 2 | Sometimes demonstrates the ability to apply the required concepts and skills with assistance | *Inconsistent attempts to kick the ball |
| 1 | Seldom demonstrates the ability to apply the required concepts and skills | *Attempting to kick the ball |

| | | |
|----------|------------------|----------|
| 1 | LONG ROPE | 1 |
|----------|------------------|----------|

| | | |
|--|----------------------------|--|
| | Manipulative/Rhythm | |
|--|----------------------------|--|

EARL #1.1.3 Demonstrates mature form in manipulative skills that contribute to movement proficiency.

| Points Possible | Demonstrates Proper Form | Criteria |
|------------------------|--|---|
| 4 | Consistently and independently demonstrate superior ability in applying the required concepts and skills | *Continuous jumps *Proper form *Jumping in the center *With rhythm *Low jumps |
| 3 | Usually and independently demonstrate the ability to apply the required concepts and skills | *Continuous jumps *Jumping in the center *In rhythm |
| 2 | Sometimes demonstrates the ability to apply the required concepts and skills with assistance | *Single/continuous jumps |
| 1 | Seldom demonstrates the ability to apply the required concepts and skills | *Attempting to jump the rope |

Health and Fitness- Second Grade

Students are learning more mature form working towards mastery of simple skills and movement patterns. They have had one-two years of elementary physical education and should know the basics of ball bouncing, catching and kicking. Students are able to work with more manipulatives such as jump ropes and other exercise equipment. Games become more complex and relate closer to sports and skills rather than just movements.

Second-grade students learn to demonstrate key elements of fundamental movement skills and mature form in locomotor skills. Students have further improvement in their skill development and in understanding key elements of fundamental movement skills, including understanding movement concepts, health-related fitness concepts, and the benefits of physical activity. Students learn to work in a group and demonstrate the basic elements of socially responsible conflict resolution. Students in second grade continue to learn about the basic structures and functions of the human body systems. From a health standpoint, students begin to understand the relationship between health behaviors, choices, and consequences (Graham & Sanders, 2011).

| | | |
|----------|---------------|----------|
| 2 | GALLOP | 2 |
|----------|---------------|----------|

| | | |
|--|---------------------------|--|
| | Locomotor Movement | |
|--|---------------------------|--|

EARL #1.1.1 Demonstrates mature form in locomotor skills that contribute to movement proficiency.

| Points Possible | Demonstrates Proper Form | Criteria |
|------------------------|--|---|
| 4 | Consistently and independently demonstrate superior ability in applying the required concepts and skills | *Trunk and feet facing forward *Rhythmic movement *Right foot forward *Left foot forward *Step together |
| 3 | Usually and independently demonstrate the ability to apply the required concepts and skills | *Trunk and feet facing forward *Rhythmic movement *Same foot forward *Step together |
| 2 | Sometimes demonstrates the ability to apply the required concepts and skills with assistance | *Trunk and feet facing forward *Same foot forward *Step forward |
| 1 | Seldom demonstrates the ability to apply the required concepts and skills | *Attempting to gallop |

| | | |
|----------|------------------|----------|
| 2 | TRAP/KICK | 2 |
|----------|------------------|----------|

| | | |
|--|---|--|
| | Soccer Trap and kick a soccer ball | |
|--|---|--|

EARL #1.1.3 Demonstrates mature form in manipulative skills that contribute to movement proficiency.

| Points Possible | Demonstrates Proper Form | Criteria |
|------------------------|--|---|
| 4 | Consistently and independently demonstrate superior ability in applying the required concepts and skills | *Step with opposite foot and kick using the inside or instep of the foot *Use both right and left foot *Trap the ball with control using foot |
| 3 | Usually and independently demonstrate the ability to apply the required concepts and skills | *Step with opposite foot toward the ball and kick using the inside and instep of the foot *Trap the ball with control using foot |
| 2 | Sometimes demonstrates the ability to apply the required concepts and skills with assistance | *Inconsistent attempts to kick and trap the ball |
| 1 | Seldom demonstrates the ability to apply the required concepts and skills | *Attempts to kick and trap the ball |

Health and Fitness – Third Grade

In third grade students are expected to continue working towards mastery of more complex skills. For example, in long rope jumping students are working towards starting outside of the rope and running into to jump. This involves a variety of skills, coordination and timing. Additionally soccer skills are becoming more complex. Students are expected to have the ability to kick a ball and now are refining those skills and working on dribbling a soccer ball under control. Students are learning complex skills that will allow them to participate in group and individual sports.

Students begin to demonstrate mature for in fundamental locomotor and manipulative skills while participating in game situations. Students are able to refine, vary, and combine skills in complex situations (Graham & Sanders, 2011). They are beginning to develop fitness knowledge and understand the correlation of physical activity to health benefits. Students begin to learn game strategies, rules, and etiquette. Students work cooperatively with peers and understand that there are many differences in movement skill and ability levels among members of their class. They learn to compare and contrast healthy and unhealthy practices. In addition to students learning health knowledge that can help them improve or maintain health habits, students begin to learn

about body systems, growth and development, and the relationship between health and the environment.

| | | |
|----------|------------------|----------|
| 3 | LONG ROPE | 3 |
|----------|------------------|----------|

| | | |
|--|----------------------------|--|
| | Manipulative/Rhythm | |
|--|----------------------------|--|

EARL #1.1.3 Demonstrates mature form in manipulative skills that contribute to movement proficiency.

| Points Possible | Demonstrates Proper Form | Criteria |
|------------------------|--|--|
| 4 | Consistently and independently demonstrate superior ability in applying the required concepts and skills | *Run in and/or out with continuous jumps *Proper form *Jumping in the center *With rhythm *Low jumps |
| 3 | Usually and independently demonstrate the ability to apply the required concepts and skills | *Continuous jumps *Jumping in the center *In rhythm *Low jumps |
| 2 | Sometimes demonstrates the ability to apply the required concepts and skills with assistance | *Single/continuous jumps |
| 1 | Seldom demonstrates the ability to apply the required concepts and skills | *Attempting to jump the rope |

| | | |
|----------|---------------------|----------|
| 3 | KICK/DRIBBLE | 3 |
|----------|---------------------|----------|

| | | |
|--|---|--|
| | Soccer Dribble a soccer ball | |
|--|---|--|

EARL #1.1.3 Demonstrates mature form in manipulative skills that contribute to movement proficiency.

| Points Possible | Demonstrates Proper Form | Criteria |
|------------------------|--|---|
| 4 | Consistently and independently demonstrate superior ability in applying the required concepts and skills | *Dribble with control *Use with right and left foot *Dribble with inside and outside of the foot *Dribble with speed |
| 3 | Usually and independently demonstrate the ability to apply the required concepts and skills | *Dribble with control *Use both right and left foot |
| 2 | Sometimes demonstrates the ability to apply the required concepts and skills with assistance | *Inconsistent attempts to dribble the ball |
| 1 | Seldom demonstrates the ability to apply the required concepts and skills | *Attempts to dribble the ball |

| | | |
|----------|-------------|----------|
| 3 | SKIP | 3 |
|----------|-------------|----------|

| | | |
|--|---------------------------|--|
| | Locomotor Movement | |
|--|---------------------------|--|

EARL #1.1.1 Demonstrates mature form in locomotor skills that contribute to movement proficiency.

| Points Possible | Demonstrates Proper Form | Criteria |
|------------------------|--|--|
| 4 | Consistently and independently demonstrate superior ability in applying the required concepts and skills | <ul style="list-style-type: none"> *Series of step hops using alternate feet *Rhythmic and balanced *Landing on balls of feet *Arm swing in opposition to leg movement |
| 3 | Usually and independently demonstrate the ability to apply the required concepts and skills | <ul style="list-style-type: none"> *Series of step hops using alternate feet *Rhythmic *Land on balls of feet *Arm swing in opposition to leg movement |
| 2 | Sometimes demonstrates the ability to apply the required concepts and skills with assistance | <ul style="list-style-type: none"> *Series of step hops using alternate feet *Arm swing |
| 1 | Seldom demonstrates the ability to apply the required concepts and skills | <ul style="list-style-type: none"> *Attempting to skip |

Health and Fitness – Fourth Grade

In fourth grade students continue to learn more complex skills and movement patterns. In jumping long rope they are be able to run in the middle as well as turn around or perform a trick while in the center. The goal is to keep building upon the skills that they already have learned and mastered. Students are also started to set goals for themselves and beginning to learn how to evaluate themselves and their peers. Rubrics allow students to know the criteria to achieve each grade. They should be given ample time to practice each skills before tested. Students should be able to clearly articulate which grade they believe they received and why using words from the rubrics.

In fourth grade, students learn to identify the components of health-related physical fitness. Students continue to make progress across all fundamental motor patterns and become proficient in movement patterns as students combine locomotor and manipulative skills in increasingly complex situations (Graham & Sanders, 2011). They apply movement concepts in individual movement performances, and tactical strategies in simple partner activities. Students learn and apply health skills to the following health areas: Disease prevention, nutrition, healthy relationships, use of tobacco, and use/abuse of alcohol. Students are taught the consequences of unsafe behaviors, and how to protect themselves from harm. They are able to set simple goals for promoting

personal health and preventing disease. Students also learn the value and use of social skills in dealing with peer pressure, communicating effectively, and assisting in forming healthy social relationships.

| | | |
|----------|------------------|----------|
| 4 | LONG ROPE | 4 |
|----------|------------------|----------|

| | | |
|--|----------------------------|--|
| | Manipulative/Rhythm | |
|--|----------------------------|--|

EARL #1.1.3 Demonstrates mature form in manipulative skills that contribute to movement proficiency.

| Points Possible | Demonstrates Proper Form | Criteria |
|------------------------|--|--|
| 4 | Consistently and independently demonstrate superior ability in applying the required concepts and skills | <ul style="list-style-type: none"> *Double rope trick *Proper form *Jumping in the center *With rhythm *Low jumps |
| 3 | Usually and independently demonstrate the ability to apply the required concepts and skills | <ul style="list-style-type: none"> *Perform simple trick *Run in and out with continuous jumps *Jumping in the center *In rhythm *Low jumps |
| 2 | Sometimes demonstrates the ability to apply the required concepts and skills with assistance | *Single/continuous jumps |
| 1 | Seldom demonstrates the ability to apply the required concepts and skills | *Attempting to jump the rope |

| | | |
|----------|-------------|----------|
| 4 | LEAP | 4 |
|----------|-------------|----------|

| | | |
|--|---------------------------|--|
| | Locomotor Movement | |
|--|---------------------------|--|

EARL #1.1.1 Demonstrates mature form in locomotor skills that contribute to movement proficiency.

| Points Possible | Demonstrates Proper Form | Criteria |
|------------------------|--|--|
| 4 | Consistently and independently demonstrate superior ability in applying the required concepts and skills | *Change weight of body from one foot to another, while in the air *Height and graceful flight speed *Land lightly on ball of foot by bending ankle and knee *Arms aid in lift and flight *Maintain balance |
| 3 | Usually and independently demonstrate the ability to apply the required concepts and skills | *Change weight of body from one foot to another, while in the air *Land lightly on ball of foot by bending ankle and knee *Arms aid in lift and flight *Maintain balance |
| 2 | Sometimes demonstrates the ability to apply the required concepts and skills with assistance | *Change weight of body from one foot to another, while in the air *Arms aid in lift and flight *Maintain balance |
| 1 | Seldom demonstrates the ability to apply the required concepts and skills | *Attempting to leap |

| | | |
|----------|--------------------------------|----------|
| 4 | KICKING TO A TARGET | 4 |
|----------|--------------------------------|----------|

| | | |
|--|---|--|
| | Soccer Kick a ball to target | |
|--|---|--|

EARL #1.1.3 Demonstrates mature form in manipulative skills that contribute to movement proficiency.

| Points Possible | Demonstrates Proper Form | Criteria |
|------------------------|--|---|
| 4 | Consistently and independently demonstrate superior ability in applying the required concepts and skills | *Receive a pass and redirect the ball to a target using proper kicking form *One touch *Hit the target |
| 3 | Usually and independently demonstrate the ability to apply the required concepts and skills | *Receive a pass and redirect the ball to a target using proper kicking form *Ball can be trapped or more than one touch can be used *Attempts to hit the target |
| 2 | Sometimes demonstrates the ability to apply the required concepts and skills with assistance | *Inconsistent attempts to kick the ball to target |
| 1 | Seldom demonstrates the ability to apply the required concepts and skills | *Attempts to kick the ball to the target |

Health and Fitness – Fifth Grade

By fifth grade, students have learned many skills and movement patterns. Students have played many sport related games and have had time to learn and practice skills. Students know how to follow instructions and participate safely. The skills that are tested in fifth grade are more sport specific, such as the give and go in soccer. This skill combines previous skills trapping and passing to a target. Students have built upon the skills that they have learned through the years to culminate their skill mastery. In jump rope, students test their skills to see if they can double-dutch. Lastly, the locomotor skill they are tested on requires that students are able to combine running sideways with crossing over alternate legs to perform the grapevine.

Students in fifth grade apply motor skills and movement concepts to enhance their movement performance, personal fitness, and game strategy and tactics. Students are able to demonstrate specialized skills alone, with a partner, and also in a small group. Students make interpretations of the results of their fitness assessments and set personal goals based on the results. Students can match different types of physical activities to health-related fitness components and explain ways to improve fitness based on the principle of frequency, intensity, time, and type (Graham & Sanders, 2011). Students continue to develop responsible personal and social behaviors as they work with others in safe

and respectful ways. Students in grade five distinguish reliable from unreliable health information and resources. Students are taught how to maintain healthy body systems and prevent disease. Students also learn how technology and the media influence personal health and how to apply problem-solving skills to improve or protect their health. Emphasis is placed on demonstrating interpersonal skills, assuming responsibility for personal health habits, and practicing behaviors that promote active, healthy lifestyles.

| | | |
|----------|-------------------|----------|
| 5 | GIVE 'N GO | 5 |
|----------|-------------------|----------|

| | | |
|--|--|--|
| | Soccer Pass and receive a moving ball | |
|--|--|--|

EARL #1.1.3 Demonstrates mature form in manipulative skills that contribute to movement proficiency.

| Points Possible | Demonstrates Proper Form | Criteria |
|------------------------|--|--|
| 4 | Consistently and independently demonstrate superior ability in applying the required concepts and skills | *Lead your moving target with a pass *Pass and receive ball with control while moving down the field *One touch on the ball *Use correct kicking form |
| 3 | Usually and independently demonstrate the ability to apply the required concepts and skills | *Lead your moving target with a pass *Pass and receive ball with control while moving down the field *One touch or more touches on the ball *Use correct kicking form |
| 2 | Sometimes demonstrates the ability to apply the required concepts and skills with assistance | *Inconsistent attempts to give 'n go with a partner |
| 1 | Seldom demonstrates the ability to apply the required concepts and skills | *Attempts to give 'n to with a partner |

| | | |
|----------|------------------|----------|
| 5 | GRAPEVINE | 5 |
|----------|------------------|----------|

| | | |
|--|---------------------------|--|
| | Locomotor Movement | |
|--|---------------------------|--|

EARL #1.1.1 Demonstrates mature form in locomotor skills that contribute to movement proficiency.

| Points Possible | Demonstrates Proper Form | Criteria |
|------------------------|--|---|
| 4 | Consistently and independently demonstrate superior ability in applying the required concepts and skills | *Crossover movement alternating feet front and back *With rhythm and balance *Lead with both left and right foot to move in both directions |
| 3 | Usually and independently demonstrate the ability to apply the required concepts and skills | *Crossover movement alternating feet front and back *With rhythm and balance *Movement in one direction |
| 2 | Sometimes demonstrates the ability to apply the required concepts and skills with assistance | *Inconsistent alternating of feet front and back *No consideration of speed and rhythm |
| 1 | Seldom demonstrates the ability to apply the required concepts and skills | *Attempting to do the grapevine |

Student Self Evaluation

The key to the student self-evaluation form is simplicity. They should be user friendly. In the self-evaluation form, students circled whether they believed that they earned a 4, 3, 2, or 1 on their basketball assessment. On the whiteboard was the clearly posted description for how to earn each grade. Additionally, the rubric was posted at the beginning of the basketball skill unit. The skill has been broken down for the students, so they know and understand the different levels of mastery for each skill.

Name:

1) For my basketball assessment I earned a (circle one):

4 3 2 1

2) Explain your score using words from the board

Sample answers for a 3 on the fourth grade passing assessment:

I stepped into pass, but sometimes I didn't pass to chest

Student steps into pass but either uses inappropriate force or is inconsistent with passing

I step in to my pass but either uses inappropriate force or is inconsistent with passing to chest

Sample answers for a 4 on the fourth grade passing assessment:

I earned a 4 because I passed it to the chest and stepped into my pass.

Because I stepped into my pass and passed to the persons chest

I stepped into my pass and I didn't pass to hard or light.

Sample answers for a 2 on the fifth grade lay-in basketball assessment:

I didn't really use correct form.

Sample answers for a 3 on the fifth grade lay-in assessment:

I think I earned a 3 because I used the correct form, but I didn't shoot baskets consistently.

I think I got a 3 because I dribbled towards the basket, and I got my leg and arm up, but I didn't make the basket.

I think I got a 3 because I drove my arm and leg up but did not make it.

Sample answers for a 4 on the fifth grade lay-in assessment:

Use correct form, steps with opposite foot, brings up arm and leg consistently (4 of 5) makes baskets.

I dribbled from the key, drove my arm and leg up at the same time and made it.

Because I used correct form stepped with correct foot made it.

I think I got a 4 because when I shot I was like a puppet lifting up my arm and leg at the same time, plus most of the time I made a basket.

Chapter Five

Discussion

According to Hitt & Helms (2009), rubrics provide a valid and reliable assessment because they standardize the grading process. Since every assignment is assessed using the same criteria, the impact of bias is minimized as long as the rubric's guidelines are followed. Teachers that work alone without a teaching partner to aide in correcting assessments of students' work may have to rely on rubrics to keep in check his or her own personal biases. Rubrics also help educators identify specific skills and understanding levels due to the more accurate assessment of a student's strengths and weaknesses.

One particularly interesting article that the author came across during research compared the characteristics of good students to the characteristics of winning show dogs (Hitt & Helms, 2009). Looking at the chart of comparison it is the belief of the author that it is no coincidence that the characteristics were very similar. For example, "attentive" and "pays attention" would be something that one should find in a good student along with "follows directions" and "disciplined." All of these comments were listed under both good student characteristics and those of winning show-dogs. Additionally, "respectful, well-behaved, good personality, goal-oriented and driven" were other descriptors given for both students and show dogs. Noticeably missing from the student side, but found listed under the winning show dogs were "good looking, nice teeth and beautiful hair," along with a few other physical descriptors.

The author found physical descriptors biased and something that is quite subjective. Preconceptions can be placed on students due to their family background.

Students with high performing siblings may receive more pressure from a teacher than other classmates. Conversely, a student that has a family with a weak academic history may receive lower expectations from their teacher (Hitt & Helms, 2009).

Rubrics are a valuable assessment tool in physical education. Assessments in physical education are used to determine if students are working towards mastery of skills. Mastering skills helps students achieve more success in activities (The Physical Best Teacher's Guide, 2007). It has been stated many times in research the need for physical activity and the benefits that being physically active has on youth. Health benefits include, but are not limited to the following: Reducing the risk of diabetes, obesity and cancer (Racette, et al., 2010). Along with a variety of health benefits, the more physically active students are, the more quickly they will mature in their coordination and movement patterns. In the primary grades, children's actual skill levels will vary based on their amount of physical activity. Sedentary children will not mature as quickly as those who participate in activities like dance lessons, team sports or backyard play (Graham & Sanders, 2011).

The use of rubrics in physical education are necessary for the following reasons: Teachers need to have assessments to grade their students on their achievements towards state standards, rubrics keep teachers from grading off of biases and rubrics are an effective way for physical education teachers to quickly assess large numbers of students. The author found using rubrics to be useful for a number of reasons. First of all, an elementary physical education teacher, teaching at multiple schools can have up to 600 students. Rubrics allow for quick and non-biased assessment. The students already know what the criteria are for different grades, and they have been given time to practice

their skills with this criteria in mind, which leads to clear understanding of the grading system for both the students and the educator. Additionally, with the rubrics, the students know a next level of mastery to work towards. Finally, the author learned that to develop these rubrics, she needed to have a very thorough understanding of: The state standards, each of the skills assessed and child motor development. The author's knowledge in each of these areas was dramatically increased while making the rubrics, therefore enhancing her overall knowledge of physical education as a content area.

Implementation

This handbook was created as a ready-to-use assessment tool for teachers. The skills are developmentally appropriate and follow a continuum. Elementary PE teachers are able to build upon the skills units each year and assess students for growth in each skill. The rubrics give specific look-fors and clearly define what it takes to meet each criterion.

Recommendations

The handbook focused on the movement and demonstration element of physical education, but there is much more to physical education than just movement. Physical education also teaches students about how to make healthy choices. The next step in this project would be to make rubrics for EARLS 2-4.

Health and Fitness EALR 2 – The student acquires the knowledge and skills necessary to maintain a healthy life: Recognizes dimensions of health, recognizes stages of growth and development, reduces health risks, and lives safely.

Health and Fitness EALR 3 – The student analyzes and evaluates the impact of real-life influences on health.

Health and Fitness EALR 4 – The student effectively analyzes personal information to develop individualized health and fitness plans.

Specifically the author would like to focus on teaching her students about the components of fitness. The author would like to focus on each of the individual components (cardiorespiratory endurance, muscular endurance, muscular strength, flexibility and body composition), defining each component and understanding the importance of each. In addition, the author would like to teach some of the major muscle groups and bones of the body. These rubrics would focus more on the cognitive side of physical fitness education. To focus on EALR 2, after teaching the components of fitness we would discuss the importance of each component and what it does to help to maintain a health body and life. For older students, it would be useful to set health and fitness goals and make fitness plans. Eventually, the author would like to develop a more interactive unit into her curriculum where her students take control of their learning and evaluate themselves on their learning.

Limitations

This handbook is limited to K-5 elementary physical education. The rubrics were used only in the West Valley School District in Yakima, Washington. Research is needed to determine the effectiveness of using rubrics as an assessment tool in physical education and if the rubrics contributed to greater student skill acquirement.

Additionally, the handbook only focuses on EALR 1 (The student acquires the knowledge and skills necessary to maintain an active life: Movement, physical fitness, and nutrition) and specifically Component 1.1 – Develops motor skills and movement concepts as developmentally appropriate.

Reflection

From the project, I have learned many things. First of all, I have learned the importance of collaboration. Working as a team of five provided me with much needed insight and first-hand experience of child development. The combined knowledge of fifty plus years of working with children was also useful in deciding how to format the rubrics. By working together as a team, the educators were able to come up with tools that they knew would be classroom friendly. Each educator brought different perspectives and experiences to the table. One of the colleagues was very organized and helped to create the very neat appearance of the rubrics. Another colleague, who had recently graduated had recently taken a class on motor development, was able to use that knowledge. The group of educators was united by the common goal of enhancing their physical education curriculum.

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Definition of Skill Terms:

These skills are of significance in understanding different components of physical education. There are many types of fitness to assess. Educators need to focus on all of the components of fitness as well as the components of skill related fitness to create a well-rounded individual.

Aerobic physical activity is defined as “an activity in which the body’s large muscles move in a rhythmic manner for a sustained period of time. Aerobic activity, also called endurance activity, improves cardio respiratory fitness. Examples of aerobic physical activity include walking, running, swimming and bicycling” (CDC, 2011b).

According to the OSPI, (2008), **agility** is “the ability to change the position of your body quickly and to control your body’s movements (pg. 116).”

Balance is defined as “the ability to keep an upright posture while standing still or moving (OSPI, 2008, pg. 116).”

Baseline activity is defined by the OPSI (2008) as “the light-intensity activities of daily life, such as standing, walking slowly and lifting lightweight objects. People who do only baseline activity are considered to be inactive (pg. 116).”

Body Composition “includes all of the tissues that together make up the body; bone, muscle, skin, fat and body organs” (OSPI, 2008, pg. 116).

Bone-strengthening activity is described by the CDC (2011b) as “physical activity primarily designed to increase the strength of specific sites in bones that make up the skeletal system. Bone strengthening activities produce an impact or tension force on the bones that promotes bone growth and strength. Running, jumping rope and lifting weights are examples of bone-strengthening activities.”

According to OSPI, (2008) **cardio respiratory endurance** is “the ability of the heart, lungs and blood vessels to use and send fuel and oxygen to the body’s tissues during long periods of moderate-to-vigorous activity (pg. 118).”

Coordination, according to the OPSI in 2008 “is the ability to use your senses together with your body parts or to use two or more body parts together (pg. 116).”

Flexibility is “the ability to move the joints through a full range of motion” (OSPI, 2008, pg. 118).

Health-related fitness is defined, as “the parts of physical fitness that helps a person stay healthy. This includes body composition, cardio respiratory fitness, flexibility, muscular endurance and muscular strength” (OSPI, 2008, pg. 121).

According to the CDC (2011b), **lifestyle activities** are defined as “a term that is frequently used to encompass activities that a person carries out in the course of daily life and that can contribute to sizeable energy expenditure. Examples include taking the stairs instead of using the elevator, walking to do errands instead of driving, getting off a bus one stop early or parking farther away than usual to walk to a destination.

According to the OPSI, (2008) **locomotor** is defined as being “used to move the body from one place to another (e.g., walk, jog, run, jump, hop, leap, gallop, slide and skip) (pg. 121).”

Motor skills are “actions that involve the movement of muscles in the body. They are divided into two groups: Gross motor skills, which include the larger movements of arms, legs, feet or the entire body (crawling, running, and jumping); and fine motor skills, which are smaller actions, such as grasping an object between the thumb and a finger or using the lips and tongue to taste objects” (OSPI, 2008, pg. 121).

Muscular endurance is defined by the OPSI as “the ability of the muscles to perform physical tasks over a period of time without becoming fatigued” (2008, pg. 116).

Muscular strength is “the amount of force a muscle can exert” (OSPI, 2008, pg. 116).

The **PACER** is “an acronym for Progressive Aerobic Cardiovascular Endurance Run and is a test for cardio respiratory fitness” (OSPI, 2008, pg.122).

Physical activity is defined as “any bodily movement produced by skeletal muscles that result in energy expenditure” (CDC, 2011b).

Power is “the ability to move strength quickly” (OSPI, 2008, pg. 116).

Reaction time, as defined by the OSPI, (2008) is “the ability to react or respond quickly to what you hear, see, or feel (pg. 116).”

Skill-related fitness is defined as “the six areas of physical fitness that are often associated with games and sports” (OSPI, 2008, pg. 116).

Speed is “the ability to perform a movement or cover a distance in a short period of time” (OSPI, 2008, pg. 116).

Elementary Health and Fitness Assessments or Other Strategies

This form should be used to collect data required by RCW 28A.230.095. Upon completion, it should be sent to the district contact person who will submit the information to iGrants. Please note that specific information for individual teachers and schools will not be collected by the OSPI. State law requires district-level information only.

Please fill in the number of students who participated in the assessments or other strategies listed below.

Example:

| Assessments or Other Strategies | Grade 3 | Grade 4 | Grade 5 | Grade 6 |
|---------------------------------|---------|---------|---------|---------|
| Concepts of Health and Fitness | 0 | 0 | 24 | 0 |

Fitness

| Assessments or Other Strategies | Grade 3 | Grade 4 | Grade 5 | Grade 6 |
|--|---------|---------|---------|---------|
| Concepts of Health and Fitness | | | | |
| Get Fit Summer | | | | |
| Other strategies to assure that students have an opportunity to learn the essential academic learning requirements (EALRs). Explain: | | | | |

Fitness Performance Assessments (mile, push-ups, etc.)

Which of these fitness performance assessments are administered in your elementary schools?

Check the box or boxes that are appropriate.

- ☐ FitnessGram
☐ President's Challenge
☐ OSPI Fitness Performance Assessments
☐ District Approved Fitness Performance Assessments
☐ Other. Explain:

Health

| Assessments or Other Strategies | Grade 3 | Grade 4 | Grade 5 | Grade 6 |
|---------------------------------|---------|---------|---------|---------|
| A Cartoon Role Model | | | | |
| Mrs. Trimble's Muffins | | | | |

Teacher Worksheet

New Kid on the Block

Stomp Out Second-Hand Smoke

Welcome to Our School

Other strategies to assure that students have an opportunity to learn the essential academic learning requirements (EALRs). Explain: